# White Paper

# Social Paper: A Collaborative Writing Platform

**Project Team**
Dr. Matthew K. Gold, The Graduate Center, CUNY
Erin Rose Glass, The Graduate Center, CUNY and UC San Diego
Jennifer Stoops, The Graduate Center, CUNY
Boone Gorges, Lead Developer, CUNY Academic Commons
Raymond Hoh, Developer, CUNY Academic Commons
Christian Wach, Developer, CUNY Academic Commons
The CUNY Academic Commons Community and Development teams
The GC Digital Fellows, The Graduate Center, CUNY

## 1. Introduction

The Graduate Center, CUNY was awarded a Level I Digital Humanities Start-Up Grant ($29,965) from the National Endowment for the Humanities' Office of Digital Humanities in March 2014 to build Social Paper, a socialized, online writing environment for graduate students to network, archive, and provide feedback on research-in-progress across disciplines and academic terms. While many freely-available tools offer collaborative features, Social Paper was designed to facilitate a collaborative-writing community hub within The CUNY Academic Commons, a platform that connects almost 8,630 members across the 24-campus City University of New York system.

## 2. Background

### 2.1 Digital Initiatives at The CUNY Graduate Center

The Graduate Center, CUNY (GC) has over 4,700 graduate students from around the globe, 33 doctoral programs, and eight master's programs. A public research institution, the GC community produces a wealth of knowledge creation through the combined efforts of its students and approximately 1,700 faculty members, 140 of which are core faculty. Established in 1961, the GC has awarded in abundance of 13,000 doctoral degrees. In recent years, the GC

has made a significant commitment to supporting digital initiatives across the institution through fellowship programs, grant programs, and training institutes.

These efforts have produced a web of [interlocking digital initiatives](#) that advance the field of digital humanities. Two longstanding programs, the Interactive Technology and Pedagogy doctoral certificate program and the New Media Lab, continue to thrive alongside newer initiatives such as the Digital Humanities and Data Visualization tracks within the M.A. in Liberal Studies Program, the Digital Praxis year-long seminar, and the GC Digital Scholarship Lab. In an effort to encourage student research and experimentation in this field, President Chase Robinson and Provost Louise Lennihan have provided generous support for new student fellowships in digital practices, social media, and videography, as well as a host of grants to support digital projects.

## 2.2 The CUNY Academic Commons

Efforts to build community around [digital initiatives at The Graduate Center](#) have been greatly bolstered by [The CUNY Academic Commons](#) (CAC), an academic social network developed in-house at the Graduate Center. Built upon the popular WordPress platform, the CUNY Academic Commons offers a broad suite of tools such as blog hosting, group communication channels, shared file storage, public profiles, direct messaging, and more, which work at a variety levels to support networked research, pedagogy, and community. Launched in 2009, the Commons is now in its seventh year of existence, and according to recent numbers has 8,630 registered users, 2,526 blogs/sites, and 972 groups. Before 2009, CUNY lacked a way to extend and develop University-wide online networking. Now, faculty, students, and staff across the 24-campus system can easily collaborate through blogs or groups. Based on the continuous contributions from invested scholar-bloggers such as the Executive Officer of the Urban Education PhD Program, Anthony Picciano, and CUNY library faculty, the CAC earned publicity and grew in size. Architect and director, Matthew K. Gold, along with lead developer, Boone Gorges, and a team of technologists built [Commons In A Box](#) (CBOX), a free software project, as a distributable and easy way to install the infrastructure that runs the CAC. As a testament to the value of CBOX, multiple scholarly organizations and institutions use CBOX to run digital commons for their community, such as the [Modern Language Association](#), [Project Muse](#), and the [Futures Initiative](#), to name a few.

## 3. Motivation

## 3.1 Motivation

This brief history and context of GC Digital Initiatives, the CAC, and CBOX establish the foundation for this grant project. The idea for Social Paper grew out of discussion in the Interactive Technology and Pedagogy doctoral certificate program at the GC. Frustrated by the ephemeral course blog, closed learning management systems, and artificial boundaries of knowledge production, Erin Glass and Jennifer Stoops, students in the ITP program, discussed

the need to create a tool that would eliminate the accumulative frictions that often prevent students from sharing their class papers and research-in-progress. Inspired by Kathleen Fitzpatrick's *Planned Obsolescence*, which explores the ideas of collective authorship and open, pre-publication peer review, Erin and Jennifer imagined how a cloud-based, networked writing platform could facilitate composition, collaboration, cataloguing, and community. They envisioned Social Paper as a platform that would enable students to compose, archive, share, and elicit feedback on their written work with individuals and/or groups who belong to the CUNY Academic Commons, as well as with the general public. By implementing activity feeds on a centralized hub, students could choose to broadcast their writing to the broader student community. Additionally, commenting and mentioning features would allow students to solicit feedback from specific users on specific portions of their work. These advanced permissions and sharing features would encourage students to practice and hone their scholarly writing with different publics of their choosing.

The primary audience for Social Paper's first phase of development would be the graduate student body at The CUNY Graduate Center, setting the infrastructure in place for future development on a wider scale. As a pedagogical intervention, Social Paper is intended to allow students to collaborate across boundaries imposed by the organizational structures of their courses or institutions. It centralizes all of one's writing into a personal archive, making it easy to retrieve for self reflection, sharing, or discoverability. Combining the valuable functions of social networks, writing environments, annotation software, and e-portfolio tools, Social Paper facilitates transdisciplinary scholarly community through conversations around graduate student writing. Finally, Social Paper gives students granular control over the terms of sharing and storing their work, enabling students to control who gets to see and comment upon each individual piece of writing.

Free and open-source development is central to the vision of Social Paper; as a FOSS tool, Social Paper offers users a variety of affordances and liberties that are denied when using proprietary software. Because the code is freely available, Social Paper users do not have to worry about a sudden withdrawal as sometimes happens with proprietary software (for example, with Google Reader). Additionally, users also have the freedom to modify the tool, which ideally, would enable students to eventually begin contributing to the tool's ongoing development.

## 3.2 Development

### Initial Planning and Exploration

The team envisioned development of Social Paper in four phases: pre-development, development, dissemination, and evaluation. The first phase, pre-development, included discussion with CUNY Academic Commons web developers, GC Digital Fellows, and GC students. During this stage, the Social Paper team presented its vision of Social Paper to each of the groups in order to finalize a list of desired features and then worked with CAC developers Boone Gorges, Christian Wach, and Raymond Hoh to sketch out an appropriate project path.

The features deemed highest-priority were 1) a front-end writing environment (such as one sees in Google Docs as opposed to the dashboard-based writing environment typically seen in WordPress), 2) paragraph-level commenting, and 3) a Social Paper "hub" which would use activity feeds to surface paper activity (both commenting and creating) to the broader network. We projected that these three primary features could be implemented by stitching together and modifying already-existing WordPress plugins and features, such as the Front End Editor plugin, the CommentPress theme and plugin, and other features and plugins already a part of the CAC. By making heavy use of existing free software tools, the team hoped to maximize the impact of its initial, limited development budget.

**Development Plan**
A period spent tinkering with the Front End Editor WordPress plugin and the Comment Press WordPress theme (the refinement of the "Working Papers" tool created for the [Islamic History Commons](#) CBOX site by the CAC team) demonstrated the limitations of the initial strategy. CommentPress is a powerful tool for paragraph-level commenting on a single WordPress site, but its architecture placed limits on how it could be used to foster the kinds of social connections central to the Social Paper project. And Front End Editor did not offer a framework extensible enough to create the rich interface that the project demanded. As such, the project leaders and the CUNY Academic Commons development team made the decision to transfer development away from CommentPress and focus attention on forking the Front End Editor plugin to add support for the the WordPress Inline Comments plugin, and to leverage more heavily the social tools--such as Groups and Friends--already built into the CUNY Academic Commons. This new strategy meant that the development workload would be much heavier, and required a subsequent reorientation of the project: rather than building a standalone tool with the assistance of the CUNY Academic Commons team, the Commons team would adopt Social Paper as a major internal focus. It was decided that Social Paper would be the central feature of Version 1.9 of the Commons site, and that the 1.9 development cycle would be primarily focused on building out the Social Paper vision.

Working closely with the Commons development and design teams, the Social Paper leadership team refined the scope of the development phase to reflect more accurately its rethinking as a central part of the Commons infrastructure. This refinement process reemphasized the project's primary goals--a beautiful front-end editing experience, paragraph-level commenting, and social interaction via an activity hub--and added some additional features to mirror the structure of the Commons, such as tight integration into Groups. Refining the scope also meant deprioritizing some desired features, in order to meet development timelines and budget. See the "Minimum Viable Product" section of the Appendix for a fuller account of the refined scope.

Primary development on Social Paper took place in three large phases, focusing respectively on the Writing/Editing Experience, the Reading Experience, and BuddyPress/Network Integration. The Commons development, design, and community teams invested an estimated 400 hours (roughly $50,000 of unexpected in-kind costs) into the implementation and rollout of the Social Paper feature, beginning with conception and design; encompassing extensive

development of new and modified WordPress plugins; and following up primary development with testing, documentation, and publicity.

The end result is a richly-featured Papers tool for the CUNY Academic Commons community, powered by a collection of bespoke and customized WordPress plugins and theme templates, offering a robust set of writing and reading tools to Commons users. Commons members can link their papers to groups, integrating closely with existing Commons tools for subscribing to notifications of group-related activity. A robust settings panel allows authors to configure, on a fine-grained basis, which users and groups have access to read and comment on a given paper. A paragraph-level commenting system provides a user-friendly, highly visual interface for in-depth conversation on papers. Papers and comments are tied to the Commons's  notification system, so that members of the Commons can be drawn into conversations around a paper. And, critically,Social Paper offers a clean, well-designed reading and writing interface modeled on the aesthetics of popular platforms such as Medium. Development was tracked on the CUNY Academic Commons [Redmine tracking system](). All code is available on Github ( [https://github.com/cuny-academic-commons/social-paper]() ) and the tool itself has been extensively documented ( [https://news.commons.gc.cuny.edu/2016/02/10/browse-the-social-paper-hub/]() ).

## 3.3 Outreach

Because Social Paper's success depends on student interest as much as on technical achievement, we've engaged in outreach activities, such as public presentations, social media networking/publicizing, and workshops, throughout the grant period. Individually, Erin Glass has presented on a variety of aspects and themes related to Social Paper at multiple events at the GC, CUNY, New York City, and beyond. These events included a panel on digital and printed texts at the English Department at the GC in March 2015,  "MediaRes #1," a cross-institutional NYC Digital Humanities showcase in May 2015, a workshop on social media and collaboration at Fordham University in November 2015, a CUNY-wide Digital Humanities showcase in November 2015, and at LibrePlanet 2016, an MIT conference on software freedom in March 2016.  In April 2015, Jennifer Stoops spoke about the Social Paper project and the academic commons movement at the annual meeting for the American Educational Research Association in Chicago, Illinois.  In May 2016, Queens College, CUNY, invited Jennifer to speak about Social Paper as part of the panel, "The Place of Digital Humanities in the Public University," along with Kathleen Fitzpatrick, Director of Scholarly Communication of the Modern Language Association, and others. Collaboratively, Erin and Jennifer presented on Social Paper at the Implementing New Knowledge Environments (INKE) conference on scholarly production in Whistler, Canada in January 2015.  All three project members (Erin, Jennifer, and Project Director Matthew K. Gold) led a workshop on "New Tools for Student Collaboration," in the English Department at Baruch College, CUNY, with a focus on how Social Paper critically intervenes in the disturbing trends of digital surveillance, locked proprietary code, and obsolescence/disappearance of tools.

In addition to formal presentations, Erin and Jen actively explored a variety of avenues to promote and discuss Social Paper. In the Spring semester of 2015, Erin and Jennifer were awarded fellowships to join the Advanced Research Collaborative at the GC, a scholarship hub of both CUNY-based and visiting faculty members along with select doctoral students, to further discuss and develop the theoretical underpinnings Social Paper with other students and fellowship mentors Steven E. Jones (Professor of English, Loyola University of Chicago) and Andrew Stauffer (Associate Professor of English, University of Virginia). Throughout the spring, fall, and winter, Jennifer spoke about the development of Social Paper to students and faculty in the Interactive Technology and Pedagogy certificate program at the GC in a showcase of students' work, in the classroom of its current active cohort, and as a workshop available to all GC students. Jennifer also presented a lightning talk on Social Paper at the GC's end-of-year Digital Showcase to members of the graduate student body, faculty, and administrators. And finally, for audiences beyond the GC, the Social Paper team created an informative website about Social Paper (http://on.socialpaper.gc.cuny.edu/) as well as a Twitter account - @SocialPaperEd - for general promotion and networking.

## 3.4 Launch

The CUNY Academic Commons team launched a beta version of Social Paper in mid December 2015 for use and review by The Graduate Center community.  Many Graduate Center students and CUNY faculty were interested in using Social Paper in the classroom, but given the beta status of the software, we encouraged the use of Social Paper in low-stakes writing experiments where users would not be overwhelmed if all did not go smoothly. We have been quite pleased with the results of this method; over the four months since we launched Social Paper, 115 papers have been created. Those papers have received a total of 864 comments by 66 members. Students and faculty have posted a variety of types of writing on Social Paper including research papers, project proposals, fellowship applications, conference presentations, meeting and class notes, creative writing, program mission statements, syllabuses, abstract proposals, brainstorm writing and reflections, and more! This rich diversity of writing confirms one of the motivating hypothesis of Social Paper, namely that the academic community would be well-served by a writing platform that flexibly accommodates a variety of writing activities ranging from public to private and formal to informal.

While observations of general user activity are informative, we are also soliciting direct user feedback in three different ways. First, the Social Paper interface includes a highly-visible alert message with informs users that the tool is in beta and includes a link for reporting a bug. Second, throughout her meetings with Graduate Center students, Jennifer has been compiling a list of feature requests and general feedback. Finally, we conducted user testing on Social Paper and are currently implementing improvements based on the feedback we received.


## 4. Progress: Project accomplishments, challenges and opportunities

We are pleased to report that our core objective was met: we designed and launched a beta version of Social Paper on The CUNY Academic Commons for use by 8000+ members of the CUNY community. Though we had to trim back our desired feature set for this beta release, we believe that it still strongly reflects Social Paper's original underlying vision. Users of Social Paper are able to compose, archive, share, and network their papers, comment upon papers, solicit feedback, and browse and search papers in Social Paper's hub. That said, Social Paper now faces a series of development and sustainability challenges which need to be addressed if Social Paper is to become a genuine alternative to other writing and commenting platforms within academic communities such as The CUNY Graduate Center.

Limited resources meant that not all features could be built as initially conceived. Most notably, though users can cut and paste text, they cannot easily download papers into Microsoft Doc or PDF form. Another feature that we had to trim from the minimal viable product because of technical complexity was collaborative authorship, which would have allowed more than one individual to write a paper. Our feedback indicates that the lack of collaborative authorship is a significant shortcoming for an audience accustomed to parallel features in platforms like Google Docs.

Despite these challenges, we regard the Social Paper project as a successful work in progress. Its development has sparked a wide range of intellectual discussion regarding the use and development of tools within academics and education, and it is being used actively on its test site. One testament to the richness and urgency of these conversations is that Erin has decided to write a dissertation on the issues surrounding software and writing practices within the university, which has led to a published paper and multiple presentations and drafts of which she has posted some on Social Paper (see Appendix). As the political issues regarding proprietary software in education become increasingly apparent, we have found that educators and students are eager to explore ideas and tools which directly confront proprietary software models. However, in order to capitalize on this large-scale interest we believe it is critical to further hone Social Paper into a tool that is not only accessible to the broader public, but that also can adequately compete with proprietary word processor tools such as Google Docs, as well as not rely too heavily on plugins which are falling out of active maintenance. Such development would of course have to be accompanied by active outreach with students and educators to provide guidance on how they might best implement the tool in their research and classes. The CUNY Academic Commons team will continue to develop Social Paper, though we anticipate that further funding will be needed to package Social Paper for wider distribution and release through the Commons In A Box platform.

# I.    Social Paper: Minimal Viable Product

1. CPT/schema

Papers will be stored as a custom post type on the main site (say, cacsp_paper). Using CPTs will allow us to use WP's native systems for page template loading, as well as rewrite rules/URL parsing (URLs will be of the form: example.com/paper/foo for a paper with the name 'Foo'). Paper title will be stored as post_title; paper "description" will be stored as post_excerpt (see "Paper settings UI" section); paper content will be stored in post_content.

A custom taxonomy on the cacsp_paper post type – say, cacsp_tag – will allow papers to be tagged.

Paper-group connections will be represented by terms in a custom taxonomy – say, cacsp_paper_group. See the "Group integration" section below for more details.

2. Front-end editing UI + paper settings UI

Paper authors will be able to toggle between "Read Mode" and "Edit Mode" without entering the Dashboard. This might be represented by a URL parameter: example.com/paper/foo?edit=1.

Edit Mode will consist of a full-width, "distraction free" style view of the paper. It should be possible to do WYSIWYG editing, including support for the WP Add Media interface. This will probably use some form of WP's built-in TinyMCE editor. It's likely that we'll be able to find an existing plugin – such as https://wordpress.org/plugins/wp-front-end-editor/ – to do most of the heavy lifting.

Edit Mode should also contain a toggleable Paper Settings sidebar. This sidebar will have two sections: Settings and Stats.

a. Settings will have the following subsections:
i. Permissions. See the "Permissions" section below for more details.

ii. Fields for editing the Paper Title and the Paper Description.

iii. Fields for editing the paper Tags. Ideally, this will be a Select2-ish interface that provides autocomplete for existing tags.

iv. Group affiliation. See the "Group integration" section below for more details.

b. Stats will have the following subsections:

i. # of unique views

ii. # of comments

iii. Date created + date last edited

iv. Date of most recent comment

v. List of commenters

3. Reader UI + paragraph-level commenting

Read Mode will consist of a full-width view of the formatted paper. (Read and Edit modes will both use all the horizontal window space, which will require a common header/modified Admin bar. Needs design work.)

Papers can accept comments, on a per-paragraph basis. Each paragraph that has comments will indicate graphically that it has comments, and clicking on that indicator will toggle the display of the comments on that paragraph, along with a dialog for adding to the comment thread. It's likely that we don't want to support comment threading, as it'll get pretty messy visually. Question: Do we support logged-out comments?

Per-paragraph commenting – both the data schema and the interface – should be powered, as much as possible, by an existing plugin

Several options exist:

WP Side Comments – https://github.com/richardtape/wp-side-comments
Inline Comments – https://github.com/kevinweber/inline-comments
Paragraph Commenting – https://github.com/pommiegranit/paragraph_commenting
The first two options saves the paragraph index number as comment meta and later displays the comment according to the paragraph index from a post. However, these plugins do not update the paragraph index number for each comment after a post is edited. This means that comments might display at the wrong paragraph after edits. The last option uses a paragraph hash to associate comments, which has a similar problem.

At the moment, none of these options offers updating a comment's position after a post is updated. One of the purposes of the platform is to power in-progress papers (that is, those that will change frequently).

4. Group integration

Paper authors will be able to associate a paper with one or more groups of which they are a member. Group association entails the following:

a. If the paper is Private, members of associated groups will be able to read and comment on the paper. See "Permissions" below for more detail.
b. Paper events (edits, comments, etc) will appear in the activity streams of the associated groups. See "Activity" below.

5. Permissions

By default, papers will be Public. A Public paper can be viewed and commented on by anyone.

Paper authors will be able to toggle their papers to Private. A Private paper is one that, on default settings, cannot be viewed or commented on by anyone but the paper author. The paper author can allow a specified subset of users to have read/comment access to the paper as follows:

a. If the paper is associated with one or more groups, members of those groups will have access to the paper.
b. There will be an interface that allows paper authors to whitelist specific users to view the paper. The interface will be similar to the Associated Groups interface: a Select2-ish interface, powered by autocomplete.

6. Directory pages

There will be a number of Papers directories throughout the BuddyPress interface.

a. A sitewide directory (example.com/paper) will show a list of all Public papers, as well as those Private papers that the logged-in user has permission to read. The team will have to decide how/whether this fits into the site navigation.
b. User-specific paper directories. A subtab of a user's Commons Profile, titled Papers (example.com/members/boone/papers/). This will have two subtabs: "My Papers" (papers of which I am the author), and "Followed Papers" (see the "Follow" section below). The Papers tab

will only appear on the profile of users who have at least one paper under "My Papers" or "Followed Papers".
c. Group-specific paper directories. A subtab of a group, titled Papers (example.com/groups/my-group/papers/). This will show all papers associated with the group. The Papers tab will only appear for groups that have at least one associated paper.

All Papers directories should share an interface that allows for the following:

* Search
* Sort: Alphabetical, Recent Activity, Oldest
* View by tag

7. "Follow"

Logged-in users will be able to "follow" any specific paper to which they have access. The mechanism should be similar to the BP Follow Blogs plugin. Following a paper will mean the following:

a. The paper will appear under "Followed Papers".
b. Activity from the paper will appear in My Commons.
c. By extension, activity from the paper will be piped to your Notifications and your Email. See "Activity + notifications + email" below.

Note that paper privacy, as configured by the author, takes precedence over following. So, if Sally follows Joe's Public paper, and Joe later changes the paper to Private (and does not grant access to Sally), Sally will no longer see notifications etc for the paper.

8. Activity + notifications + email

BuddyPress activity stream items will be created for the following events:

* A paper is created.
* A paper is edited. This should be throttled appropriately – say, only a single Edited item within a 12-hour span.
* A paper is associated with a group.
* A new comment appears on a paper.

All activity will be created with the component 'cacsp_paper' and item_id=paper_id. Activity associated with a Public paper will have hide_sitewide=0, while activity associated with a Private paper will have hide_sitewide=1.

Paper activity will be filtered into various activity streams as follows:

* A normal Group activity stream query looks like this: "SELECT … WHERE component = 'groups' AND item_id = $group_id …". Using BP_Activity_Query, we'll add a disjunctive clause that tells the activity query to include activity from papers associated with the group. Something like:

```
    $group_paper_ids = cacsp_get_papers_associated_with_group( $group_id );
    $filter_query = array(
       'relation' => 'OR',
          $existing_filter_query_clauses, // Disjunction is associative - ( A OR B OR C ) === ( A OR ( B OR C ) )
          array(
             'relation' => 'AND',
             array(
                'column' => 'component',
                   'value' => 'cacsp_papers',
             ),
             array(
                'column' => 'item_id',
                   'value' => $group_paper_ids,
                   'compare' => 'IN',
             ),
          ),
       );
```

* My Commons and other logged-in-user-specific feeds will use a technique similar to the above, but will fetch `cacsp_get_papers_associated_with_user( $user_id )` or something like that.

Note that it may not be possible to do the filtering described above with the current filters in BP. It can probably be finagled using the `bp_parse_args()` filter on `bp_has_activities()`, but it might be messy (and will only apply to template queries). As necessary, we'll try to get new filters in BP to make this kind of filtering possible.

BuddyPress Notifications (the notifications that power the toolbar dropdown that says things like "You have 3 group invites") will be created upon the creation of cacsp_papers activity items. The logic will go something like this:

```
$paper_id = $activity->item_id;
$paper = get_post( $paper_id );

$received_notifications = array();

// Create notification for post author.
cacsp_create_notification( $paper_id, $paper->post_author, $activity->type );
$received_notifications[] = $paper->post_author;

// Create notification for any followers.
$follower_ids = cacsp_get_followers_of_paper( $paper_id );
foreach ( $follower_ids as $follower_id ) {
   if ( in_array( $follower_id, $received_notifications ) ) {
      continue;
   }

      cacsp_create_notification( $paper_id, $follower_id, $activity->type );

      $received_notifications[] = $follower_id;
   }
```

To avoid flooding, there is currently no plan to send notification to members of associated groups, though this decision could be revisited.

Users who receive BP notifications will then receive email notifications based on their email settings.

At a first pass, we propose to allow very little user control over email. If you follow a paper, and your settings allow you to get email for BP notifications, you'll get all email notifications related to the paper. If you are not following the paper (and are not the author) you will get no email related to the paper at all. In the future, we could allow more fine-grained settings along a couple different dimensions: paper-specific settings (I want to follow this paper but I don't want email), type-specific settings (I want to get notifications of paper edits but not comments), etc. However, because the UI for these settings threatens to get complicated very quickly, we propose skipping it for the first version of SP.

9. Portfolio widget

Users will be able to add a "Papers" section to their Public Portfolio, which will have a list of their Public papers, along with descriptions and links to the papers.

# II. News, Events, and materials related to Social Paper

**News releases**

1. http://www.gc.cuny.edu/News/All-News/Detail?id=24347
2. https://campustechnology.com/articles/2014/04/10/social-paper-digital-humanities-grant-to-aid-development-of-collaborative-writing-platform.aspx?admgarea=news

**Talks and panels related to Social Paper**

1. March 2016
LibrePlanet Conference, MIT: Cambridge, MA (link)
Presentation with Evan Misshula and Scott Dexter: "Getting the academy to support free software"

2. December 2015
John Jay College: New York, NY
Informational/Instructional Technology Conference
Panelist: "The CUNY Academic Commons: New Tools for Collaboration"

3. November 2015
Social Media and Collaboration in the Digital Age, Fordham University: New York, NY
Presentation: "Student Writing as Web Politics"

4. November 2015
CUNY DHI: Building a Digital Humanities Community, The CUNY Graduate Center: New York, NY
Presentation: "Building a Durable Commons for Student Writing"

5. September 2015
Open Science Leadership Summit, Mozilla Foundation: Toronto, Canada
Presentation: "Suggestions For Collaboration Between Open Science and Digital Humanities"

6. May 2015
MediaRes:A DH Showcase, English Department, Graduate Center, CUNY: New York, NY
Co-organizer, moderator and presenter of event showcasing NYC Digital Humanities work

7. May 2015
Writing and Great Works Program, Baruch College, CUNY: New York, NY
Presentation: "Digital Innovation for Student Collaboration"

8. March   2015
English Department, Graduate Center, CUNY: New York, NY
Panelist. "Books Matter: Circulating Digital and Printed Texts"

9. February 2015
Interactive Technology & Pedagogy Certificate Program, Graduate Center, CUNY: New York, NY
Guest presentation in ITP Core Course 2: "Finding support for your digital project"

10. January  2015
Implementing New Knowledge Environments (INKE) Gathering: Whistler, Canada (link)
"Sustaining Partnerships to Transform Scholarly Communication"
Presentation: "Retooling Student Consciousness."


**Erin's "Social Papers" on Social Paper and software in the university:**

1. Why we need Social Paper
2. A Savings Bank For Process: The Application of Emerson's "Literary System" For Student Writing
3. Pushing the joy of FOSS at the university

**Published paper**

Glass, Erin Rose. "Social Paper: Retooling Student Consciousness." *Scholarly and Research Communication* 6.4 (2015): n. pag. Web. <http://src-online.ca/index.php/src/article/view/221>.

**Sample event  flier:**
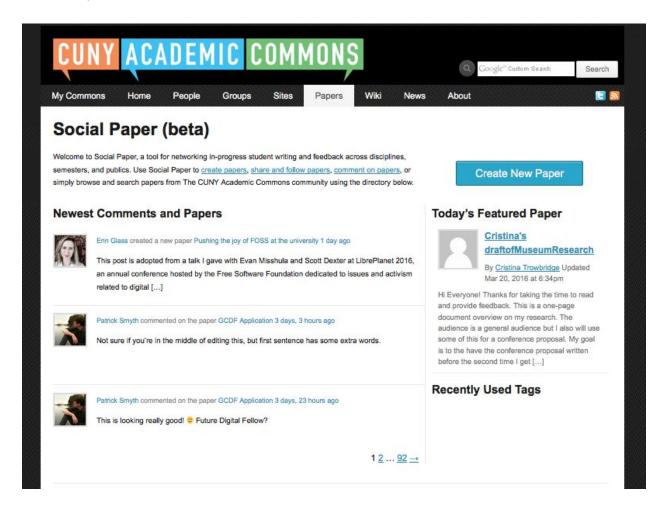
# III. Feature requests from students

These were the features that were requested by beta users:
1. Co-authoring/editing a single paper
2. Log of changes / version control
3. A print button
4. Ability to use footnotes
5. A word count tool
6. A spell check tool
7. Folders
8. An easy way to toggle between the editor and "my papers" (for instance, a link in the blue header in the editor)
9. A way to customize email notifications for papers

# IV. Social Paper visuals

Community hub

Paper directory:



**Papers Directory**

Search

All Papers **32**      My Papers **3**      Papers I Follow **8**

Create New Paper

Viewing 1 - 10 of 32 papers                    1  2  3  4  →

**Final Project Proposal- Writing Exchange and Essay Developer**                    Follow
Written by Sakina Laksimi-Morrow
Updated 3 hours, 26 minutes ago                    Public Paper / 2 followers

The Graduate Center Writing Exchange An introductory descriptive paragraph, which should include a problem statement,
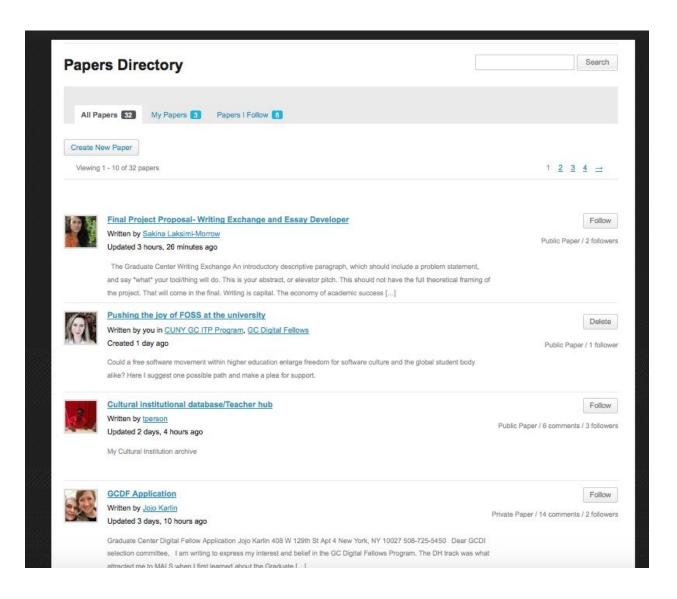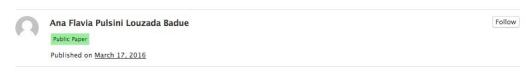and say *what* your tool/thing will do. This is your abstract, or elevator pitch. This should not have the full theoretical framing of
the project. That will come in the final. Writing is capital. The economy of academic success [...]

**Pushing the joy of FOSS at the university**                    Delete
Written by you in CUNY GC ITP Program, GC Digital Fellows
Created 1 day ago                    Public Paper / 1 follower

Could a free software movement within higher education enlarge freedom for software culture and the global student body
alike? Here I suggest one possible path and make a plea for support.

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# Dirty names: an essay about family and economy in Sao Paulo

**Ana Flavia Pulsini Louzada Badue**

Public Paper

Published on March 17, 2016

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*The first version of this paper was written for a course called Anthropology of Property (Fall 2015). The professor asked me to revise it and submit to her by the end of this spring. The text you'll read was completely modified, but the main ideas are the same.*

*When reading, please consider the following:*

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- *If you have patience, I would appreciate comments about grammar! But I know that there are many, so just if you feel like doing it.*
- *I oscillate between using past and present tenses, but I couldn't figure this out. I don't know which is more adequate. Impressions?*

**Dirty names: an essay about family and economy in Sao Paulo**

### Introduction

The economic growth in Brazil during the 2000s became characterized by the increase of lower classes' consumption and the access to credit was one of the factors that allowed many families to overcome the lack of resources. Credit formally allows a person to engage in loans, buy houses or cars, open business, but the poor families have been deploying this new possibility opened by the Brazilian economic policy to buy staples. The access to credit among lower classes was not a matter of investment, but a matter of consumption. Among women who live in the periphery of Sao Paulo, Brazil, the possibility to buy food, clothes and small appliances is one of the main elements that shapes their experience as poor women. A credit card permits immediate consumptions and postponement of payments, and it gives the women the relief that they can feed their kids while they do not have means to pay. The card both inserts them in economic transactions and provides them with familiar status – they are good mothers.

When a person does not pay a debt, her or his name and social security number are negated, which means that it is impossible to access new credit cards, loans and other forms of credit. Popularly, a person who had credit negated is considered owner of a "soiled name", in opposition to those who own a "clean name". Having a name, thus, is not only a matter of participation of economic transactions. If a woman has a soiled name, she risks the consumption of the household, once she is in charge of managing the family budget; moreover she has to find alternatives to overcome the lack of staples and many networks are mobilized to provide the family with its basic needs.

This paper explores the relations the women from Sao Paulo establish with their names on one hand, and how the name produces certain relations, on the other hand. I argue that these relations transform the name from a means of payment into a thing they own and, as a thing, the name produces relationships and subjectivities, which are the concretization of the economic growth in the periphery of the economy. The first section of the paper deals with the women's experiences of indebtedness and discusses that the consumption through the use of name is an important element in the female roles of good mothers, family managers and good buyers. The second section explores the suffering felt when they cannot keep their names cleaned, and the disconnections entailed by that the process of soiling. When a woman in charge of managing her family budget cannot pay her debts, her relations are put into

**Cristina Trowbridge**
March 20, 2016 at 4:36 pm

was an unintended consequence of the economic boom access to credit regardless of ability to repay?
is lower class- working class?

Reply

**Eileen Clancy**
March 21, 2016 at 2:35 pm

Regarding the word "negated," I think there may be a translation issue. A parallel concept in American English for a lowering of credit status might be "downgraded." Such people are considered to be poor credit risks based on credit scores that are calculated by commercial companies' algorithms. (example: http://bigdata.fairness.io/) But, I don't know if practices in the U.S. finance sector are equivalent to practices in Brazilian finance and if "negated" describes their situations more accurately.
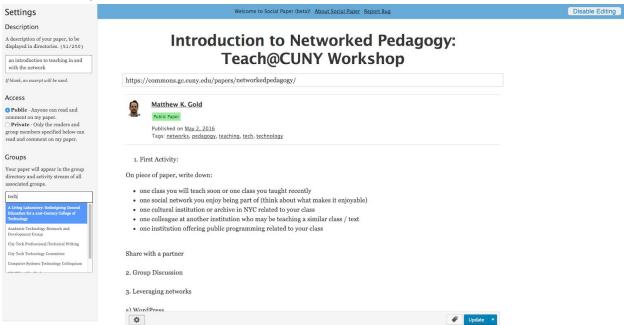
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**Cheryl Smith**
March 21, 2016 at 3:36 pm

To me, the last sentence of this paragraph is key: credit is both a means to an
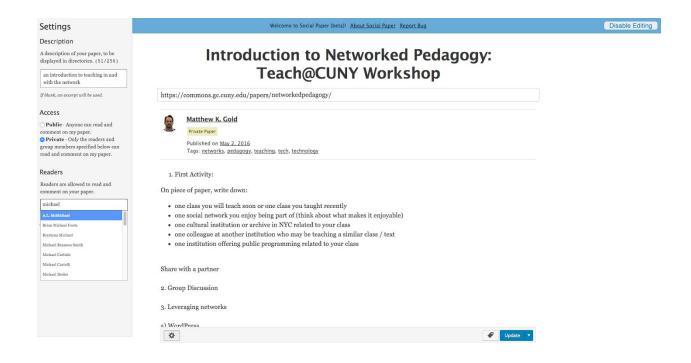
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